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ABSTRACT

Project CARES (Career Awareness Resources for Exceptional Students) served a total of 137 high school students with limited English proficiency and disabilities. The Title VII (Elementary and Secondary Education Act) funded program functioned in two Bronx (New York City) schools. The program provided instruction in English as a second language, in native language arts, and in the content areas of mathematics, science, and social studies. The program stressed career awareness and computer literacy and the attainment of independent life skills. Teachers had the opportunity to attend weekly staff development meetings which focused on such topics as multicultural education, integration of computer-assisted instruction within the curriculum, working with parents, counseling goals, English as a Second Language (ESL), behavior management, and infusion of career education. The Project sought to establish an active parental component by offering career conferences, open school days/evenings, and adult ESL. The Project met most of its objectives. The need for an appropriate means of evaluating growth in English language proficiency is stressed. Appendices include lists of instructional and curriculum materials, schedules of instruction, and questionnaires. (Author/DB)

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OER Report

Career Awareness Resources for Exceptional Students
(Project CARES)
Transitional Bilingual Education Grant T003A0155
FINAL EVALUATION REPORT
1992-93

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Career Awareness Resources for Exceptional Students
(Project CARES)
Transitional Bilingual Education Grant T003A0155
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Career Awareness Resources for Exceptional Students (Project CARES) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its third year of operation. Project CARES was the first transitional program ever awarded to Community School District 75/Citywide Programs.

Project CARES functioned in two schools, P.S. 12 and P.S. 754, in the Bronx. The project served 60 students in Specialized Instructional Environments (SIEs) IV, V, and VII who were of limited English proficiency (LEP). In the previous year, the project had served 77 students.

Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content areas of mathematics, science, and social studies. The project stressed career awareness and computer literacy, emphasizing the attainment of independent life skills.

Teachers of participating students had the opportunity to attend weekly staff development meetings. Staff development workshops focused on such topics as multicultural education, integration of computer-assisted instruction (C.A.I.) within the curriculum, working with parents, counseling goals, E.S.L., behavior management, and infusion of career education.

Project CARES sought to establish an active parental component by offering career conferences, open school days/evenings, and adult E.S.L. classes.

Project CARES met its objectives for N.L.A.; the content areas of mathematics, science, social studies, career education, and computer skills; occupational awareness; self esteem; dropout prevention; career conferences; cognitive maps; staff development; and curriculum development. The Office of Research, Evaluation, and Assessment (OREA) could not evaluate the objective for E.S.L. because the project did not provide the necessary data.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Seek permission to evaluate growth in English language proficiency in a way that is reasonable for the population being evaluated. This can be done using a checklist, a criterion referenced instrument, or an alternative method of evaluation such as students' portfolios.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, Career Awareness Resources for Exceptional Students (Project CARES).

PROJECT CONTEXT

Project CARES operated at P.S. 12 and P.S. 754 in the Bronx. The population of the community surrounding P.S. 12 was approximately 60 percent European-American, 25 percent Latino, and 15 percent African-American. The socioeconomic level of the community ranged from middle- to upper middle-income. Because students in Community School District (C.S.D.) 75 programs do not attend neighborhood schools, the student population at P.S. 12 for the year under review was different from that of the surrounding community. Of the 370 students registered, 53.2 percent were African-American, 43.0 percent were Latino, and 3.8 percent were European-American. Eighty-five percent (313) of these students were of limited English proficiency (LEP). All students came from low-income families.

The population of the community surrounding P.S. 754 was approximately 50 percent Latino, 45 percent African-American, and 5 percent European-American. The socioeconomic level of the community ranged from low- to middle-income. The student population at P.S. 754 for the year under review was similar. Of the 412 students who registered, 56.5 percent were Latino, 41.5 percent were African-American, 1.5 percent were European-American, and 0.5 percent were Asian-

American. Eighty-six percent (354) of these students were of limited English proficiency (LEP). All students came from low-income families.

Attractive teacher-prepared and student-prepared displays were prominent at both sites. Computers were available and appeared to be used efficiently by the students.

STUDENT CHARACTERISTICS

Project CARES served 60 Spanish-speaking LEP students in Specialized Instructional Environments (SIEs) IV, V, and VII as specified on the students' Individualized Education Program (I.E.P.). (See Table 1.) Placement in SIE classes had to be recommended by the School-Based Support Team (S.B.S.T.) and the Committee on Special Education (C.S.E.). Overall, SIEs were geared toward bringing students to as near age- and grade-appropriate levels as possible, increasing independent functioning, and returning students to less restrictive settings. SIEs provided integrated activities, including mainstreaming and programming with non-disabled peers, that were consistent with the I.E.P.

The project served a total of 60 students; male students numbered 42 (70 percent) and female 18 (30 percent). Spanish was the native language for all students. A majority of the participants (43.3 percent) were born in the Dominican Republic. For countries of origin, please see Table 2. All of the participants came from low-income families and were eligible for the free-lunch program.

TABLE 1

Number of Students in Project CARES,
by Site and Program Service Category

Site	SIE IV	SIE V	SIE VII	Total
P.S. 12	0	0	8	8
P.S. 754	35	11	6	52
Total	35	11	14	60

TABLE 2

Students' Countries of Origin

Country	Number of Students
Dominican Republic	26
Puerto Rico	22
United States	10
El Salvador	1
Mexico	1
Total	60

Needs Assessment

Before instituting the project, C.S.D. 75 conducted an exhaustive needs assessment of the targeted students and their families as well as of the educational staff who were to serve them.

All project students went through the C.S.D. 75/Citywide program placement office in conjunction with their respective district C.S.E.s. Students had bilingual

special education needs specified on their I.E.P. Placement was determined by the results of an interdisciplinary team diagnostic evaluation and C.S.E. recommendation. LAB scores at or below the 40th percentile determined LEP status.

PROJECT OBJECTIVES

Student Objectives

- By the last year of the program, students will make a statistically significant gain of 5 Normal Curve Equivalents (N.C.E.s) in English language achievement.
- As a result of participating in the program, students will show significant gains in native language arts reading achievement.
- At least 75 percent of the students enrolled in content area classes (science, mathematics, social studies, career education, computer skills) will score at or above the passing criterion of 65.
- As a result of participating in the career awareness/exploration class, 80 percent of the enrolled students will show a significant improvement in occupational aspiration.
- The program will organize at least three career conferences for students in which representatives of 12 major career clusters will present information on career options and entry requirements.
- Program students will have a significantly lower dropout rate than similar non-program students.
- As a result of participating in the program, 80 percent of the target students will show a statistically significant growth in self-esteem.
- The bilingual career/resource specialist will have developed a cognitive map for each participating student.

Staff Development

- By the end of the third year of the project, 90 percent of the project staff members attending teacher training conferences and workshops will show a statistically significant increase in knowledge relating to career infusion techniques and learning strategies.

Curriculum Development

- The career resource specialist will have developed 12 instructional units in each of the content areas utilizing learning strategy approaches and career infusion technologies.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project CARES provided instructional and support services to 60 students. The project's main goals were to assist students in becoming proficient in English and meeting grade-promotion requirements. The instructional approach was to allow special education LEP students full access to the educational system through E.S.L. and bilingual instruction. Students were gradually introduced to varied opportunities in the job market, through on-site career workshops and educationally enriching trips to companies and leading community businesses.

The language of instruction varied by subject area. The SIEs were not grade-specific. Mathematics and social studies courses were taught in Spanish. Science, humanities, and computer instruction were taught in English and Spanish in approximately equal proportions. Woodworking, automotive shop, career education, consumer education, and adapted physical education were taught in English with an E.S.L. methodology. A paraprofessional assisted in content area classes.

Project CARES offered parental involvement and in-service staff development activities. Monthly workshops focused on parents' understanding of learning disabilities and becoming a central part of their children's educational process.

Staff development workshops included such topics as multicultural education, integration of computer-assisted instruction (C.A.I.) within the curriculum, working with parents, counseling goals, E.S.L., behavior management, and infusion of career education.

Materials, Methods, and Techniques

Teachers of participating students used a wide array of strategies, including cooperative learning, teacher-directed and individually paced techniques, and peer tutoring. Instructors used the language experience approach, based on students' personal experiences and backgrounds, for teaching E.S.L. and N.L.A. Hands-on experiential learning, as well as audio-visual and tactile techniques, were used to reinforce material learned in the content area classes. All staff members practiced re-teaching to ensure long-term recall.

Computers supplemented classroom instruction. Students were given highly individualized instruction in computer use, and a large variety of software was available. Of particular note was *The Jostens Learning Corporation Reading Curriculum*, which all students used. This curriculum was an individualized, self-paced course of instruction designed to ease learners along from the "surface level" of reading to the "deeper levels" of critical understanding. The curriculum provided a balance of strategy and application lessons that enabled students to develop proficiency in comprehension, vocabulary, word analysis, and study skills.

At P.S. 754, a resource room was open to students and teachers and contained books, educational games, art supplies, and other instructional materials.

The students and staff of P.S. 754 published a magazine entitled *Kaleidoscope*, which contained articles on the project's auto shop, tile and carpet shop, and activities in small crafts.

The project incorporated a strong multicultural component into the curriculum in order to foster knowledge of and appreciation for the different cultures represented by participants.

For a list of instructional materials used by project students, please see Appendix A.

Capacity Building

When Title VII-funding ends after 1994-95, C.S.D. 75 will assume all costs of programming.

Staff Qualifications

Title VII staff. There were no Title VII staff.

Other staff. Tax-levy funds paid the salaries of the project director, project coordinator, 22 classroom teachers, two social workers, and nine paraprofessionals who provided services to project students. For a description of degrees, certifications, and language competencies (teaching and communicative proficiency*), see Table 3.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 3

Qualifications of Staff Serving Project Students

Position Title	Degree	Certificate(s)/Licenses	Language Competence
Project Director	M.A.	N.A.	Spanish N.S.*, TP
Project Coordinator	M.A.	Teacher Bilingual, Common Branches	Spanish N.S., TP French, Haitian, & Portuguese TP
22 Teachers 2 Social Workers	6 M.A. 8 M.S. 5 B.A. 5 B.S.	6 Bilingual Special Ed. 3 Special Education 1 Industrial Arts 1 Social Work 1 Physical Education 11 Pending	11 Spanish TP 13 Spanish CP
9 Paraprofessionals	9 H.S.	N.A.	N.A.

*N.S. = native speaker.

Except for the 11 teachers who had pending certification, all teachers were certified in the subject area they taught.

The project director's responsibilities included planning, designing, and implementing effective bilingual special education programs; supervising and coordinating activities; selecting and training staff; and providing evaluation data. The director had more than 15 years' experience teaching LEP students.

The project coordinator's responsibilities included planning activities for students and staff, conducting staff development activities, disseminating information about training and staff development, interacting with district trainers, and working with school administrators at both sites.

Staff Development. Teachers and staff took part in a regular series of activities sponsored by C.S.D. 75/Citywide programs. Workshops focused on multicultural education, integration of C.A.I., working with parents, counseling goals, E.S.L., behavior management, and career education.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 3.23 years (s.d.=2.13) of education in a non-English-speaking school system and 3.75 years (s.d.=3.25) of education in the United States. The median time students participated in Project CARES was 10 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

All participants had been judged to be in need of special education services by the S.B.S.T. and the C.S.E.

Instructional Services for Students with Special Needs

Project CARES served students in SIE IV, V, and VII. SIE IV (career education) is designed for students with disabling conditions, ages 14.9 to 21, who require instructional services in a specialized environment in order to prepare for competitive employment. The specialized environment provides a highly intensive management system that emphasizes an integrated instructional approach to career education. This service category emphasizes three learning areas: (a) career skill development for entry-level competitive employment in a variety of work settings; (b) academic skill

development for achieving functional literacy; and (c) social skill development needed for independence consistent with the needs of the competitive employment sector.

SIE V (occupational education skills) is designed for students with disabling conditions, ages 14.9 to 21, who require special education instructional services in a specialized environment in order to prepare for supported employment. The specialized environment provides a highly intensive management system that operates in the school, at work sites, and through activities in the community. This service category emphasizes four learning areas: (a) occupational skill development in preparation for supported employment and non-competitive employment in agency-sponsored settings; (b) social skill development in terms of social competencies needed for independence and positive interactions in the environment; (c) functional academic skill development; and (d) independent living skills.

SIE VII (intensive social and emotional needs) is designed for students with severe emotional disturbances, ages 4.9 to 21, who require special education instructional services in a specialized instructional environment. The specialized environment provides a highly intensive therapeutic environment which integrates instructional and support services within the school and the community. The program emphasizes the development of: (a) skills in developing self-control and improving interactions with others; (b) behaviors needed for school adjustment and post-school adjustment; (c) academic competencies to meet grade-promotion standards; and (d) career/occupational skills.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a variety of parental involvement activities that included workshops in understanding the students' I.E.P., E.S.L. classes, and invitations to career conferences and school events.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

Since participants in Project CARES received no standardized tests, it was not possible to compare the effect of language instruction on project students' performance on standardized tests. OREA was therefore unable to compare project students' performance with the performance of the group on which a particular test was normed.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students. Instruments used to measure educational progress were appropriate for the students involved.

INSTRUMENTS OF MEASUREMENT

OREA was unable to compare pre- and posttest scores on the LAB to assess the E.S.L. objective, or on El Examen de Lectura en Español (ELE) to evaluate the N.L.A. objective. It used final course grades in Spanish N.L.A. to measure growth in native language proficiency and final grades in mathematics, science, social studies, career education, and computer skills to assess gains in those areas.

To appraise growth in occupational skills, OREA developed and interpreted the results on a Likert-type questionnaire which project personnel administered to all participating students. (See Appendix C.)

To assess the growth of self esteem, OREA used results obtained with a teacher-developed pre- and posttest on self-esteem which project personnel administered to all participants. (See Appendix C.)

To assess the staff development objective, OREA used the results of a project-developed questionnaire asking teachers whether they had increased their knowledge relating to career infusion techniques and learning strategies as a result of staff development activities. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year, and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel administered the questionnaires and Likert scales. Since participating students took no standardized tests, there were no time limits or prescribed directions to be followed.

Testing at Twelve-Month Intervals

No standardized tests were given.

Data Analysis

Accurate scoring and transcription of results. Data provided by the project were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. OREA examined the growth of occupational aspirations by computing the percentage of students showing gains on the Likert scales designed to measure this. To assess the growth in self-image, OREA looked at the percentage of students showing a gain in self-image from pretest to posttest on the instrument developed for this purpose.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project CARES carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

An OREA consultant observed an open grade E.S.L. class at P.S. 12. The classroom was bright and spacious. Displayed on walls were magazine photographs, maps, posters of famous Americans, and students' work. The teacher used both English and Spanish. Assignments were individually designed, based on each student's I.E.P. Goals and activities were planned by the teacher for each student. The teacher stressed developing conversational and reading comprehension skills. Activities covered word identification, vowel sounds, spelling, and sentence formation. Four students participated in class; two students worked independently, asked questions, and volunteered responses. The other two students had shorter attention spans and found it difficult to focus on their assignment. The teacher assisted students as they worked at their desks, encouraging them to concentrate and finish their assignments on time. A paraprofessional was present to assist one student. The teacher mentioned that a radio program, broadcasting news in both English and Spanish, helped students to concentrate.

The evaluation objective for English as a second language was:

- By the last year of the program, students will make a statistically significant gain of 5 Normal Curve Equivalents (N.C.E.) in English language achievement.

Matching pre- and posttest scores were not available for any of the project students; therefore, OREA could not evaluate this objective. Last year, the project did not meet the E.S.L. objective.

Participants' Progress in Native Language Arts

The OREA evaluation consultant observed a SIE IV class at P.S. 754. The classroom contained posters, maps, and bulletin board displays in English and Spanish. Six students participated in a teacher-directed lesson. Communication was primarily in Spanish; however, both the teacher and students occasionally used English. The lesson centered on a short story from the text, *Relatos Latinoamericanos*. Throughout the lesson, the teacher read a paragraph or two aloud in Spanish and asked questions to ensure comprehension. For the most part, students followed the story in their books. At times they appeared distracted, but the teacher was able to guide them into focusing on the lesson. A paraprofessional assisted one student in the class. The teacher mentioned to the evaluator that when a story was presented to students for the first time, only Spanish was used, and English was introduced at appropriate points in time. Vocabulary words were defined and discussed in English and Spanish.

The evaluation objective for N.L.A. was:

- As a result of participating in the program, students will show significant gains in native language arts reading achievement.

OREA used final grades to evaluate the achievement of students in N.L.A. (See Table 4.) In all SIE program service categories, 100 percent of the students received passing grades. The ELE is the standardized test used to measure gains in spanish reading skills. However, because the students in the SIE program service categories are frequently exempt from taking such tests, the ELE was not administered and final course grades were used.

Project CARES met its N.L.A. objective. Last year, OREA was unable to evaluate the objective for N.L.A. because of a lack of data.

TABLE 4

Passing Grades in Native Language Arts, by Site

Site	Number of students for whom data were reported	Percent Passing
P.S. 12	8	100
P.S. 754	52	100
Total	60	100

LEP Participants' Academic Achievement

Content area classes were taught in Spanish and English. Teachers of participating students used a wide array of strategies and techniques, such as total physical response; natural, functional, content-based, and language experience approaches; and C.A.I.

An OREA consultant observed a computer skills (open grade) course of four students at P.S. 12. The room contained ten computer terminals and also functioned

as a resource room. Students were engaged in an individualized, self-paced course of instruction using *The Jostens Learning Corporation Reading Curriculum*. The curriculum provided each student with lessons that taught, reinforced, and extended the literacy skills needed for proficient reading. As students made progress, they moved from familiar narrative text to more difficult expository text.

Students worked quietly and were involved in their lessons. The teacher walked around the room and provided individual assistance to each student in English and Spanish. A paraprofessional was present to assist one student only.

Printouts of what the students accomplished during the class period were reviewed weekly by the teacher and discussed with students and staff. The teacher maintained student files of these printouts to chart the progress they made throughout the school year.

An OREA consultant observed an SIE IV mathematics/consumer education class of six students at P.S. 754. The class emphasized task-specific activities and practical learning experiences. Teacher-directed and individually paced strategies were used. The lesson began with a review of addition and subtraction. The teachers placed several problems on the blackboard. Students were given time to work at their own pace. A paraprofessional and teacher assisted students as they worked at their desks. The teacher then asked for volunteers to write the solutions to the problems on the board.

The remainder of the class centered on how to write a check. An enlarged photocopy of a check was given to each student, and the teacher explained its

various parts: the date, number, amount, who the check was for, and location for signature. Students then received a photocopy of four blank checks. The teacher wrote information about the checks on the blackboard and students filled in the checks at their desks. Students used *The New Oxford Picture Dictionary* for help with numbers in English and Spanish. At the end of the class, the paraprofessional collected the page of checks from each student and arranged the work on a bulletin board.

The content area objective was:

- At least 75 percent of the students enrolled in content area classes (science, mathematics, social studies, career education, computer skills) will score at or above the passing criterion of 65.

OREA used final grades to evaluate students' achievement in all content area subjects. (See Table 5.)

In all subject areas and at both sites, more than 90 percent of the students received passing grades.

Project CARES met its objective for the content area subjects, as it had done last year.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No students were mainstreamed at the end of the school year. Last year, one project student was mainstreamed to a general education class, however, the project did not monitor progress.

TABLE 5

Passing Grades in Content Area Courses, by Subject and Site

Site	Subject	Number of students for whom data were reported	Percent Passing
P.S. 12	Mathematics	8	100.0
	Science	8	100.0
	Social Studies	8	100.0
	Career Education	8	100.0
	Computer Skills	8	100.0
P.S. 754	Mathematics	52	92.3
	Science	52	98.0
	Social Studies	52	100.0
	Career Education	52	100.0
	Computer Skills	52	94.2

- At both sites over 90 percent of students passed all their content area courses.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Occupational Aspirations

The project proposed one objective for occupational aspirations:

- As a result of participating in the career awareness/exploration class, 80 percent of the enrolled students will show a significant improvement in occupational aspiration.

A student survey assessed the occupational aspirations of participants. A three part questionnaire developed by OREA in both English and Spanish indicated that 95.0 percent (57 students) showed an increased awareness of occupational aspirations.

Project CARES met its objective for career development, as it had in the previous year.

Career Development

The project proposed one career development objective:

- The program will organize at least three career conferences for students in which representatives of 12 major career clusters will present information on career options and entry requirements.

The project director reported that students of SIE V went to sheltered workshops where they had the opportunity to see firsthand the types of jobs that they could do and the productive lives they could lead after aging out of school. The project director reported that students and their parents had been impressed with the resources available through the Office of Vocational Rehabilitation.

In addition, two career awareness programs took place in the spring. At one, neighborhood business people were invited to speak with students and their parents about food service occupations. The other was a Mother's Day celebration combined with career awareness. Guest speakers from small commercial businesses addressed the topics of how to get a job, and working after school and on weekends.

The project met its career development objective. Project CARES did not propose a career development objective last year.

Grade Retention

Project CARES did not propose any objective for grade retention. No students were retained in grade during the course of the year. Last year, 12 students (15.6 percent) were retained in grade.

Dropout Prevention

Project CARES proposed the following dropout prevention objective:

- Program students will have a significantly lower dropout rate than similar non-program students.

One (2.0 percent) project student dropped out of school during the course of the year. The schoolwide dropout rate was 6 percent at P.S. 12 and 17 percent at P.S. 754.

Project CARES met its objective for dropout prevention. Last year, the project did not propose a dropout prevention objective.

Attendance

The attendance rate for project students at P.S. 12 was 72.8 percent, and at P.S. 754, it was 93.2 percent. Project CARES did not propose any objective for attendance this year. Last year, OREA could not evaluate the objective for attendance because of the lack of comparison data.

Self-Esteem

Project CARES proposed the following objective for growth in self-esteem:

- As a result of participating in the program, 80 percent of the target students will show a statistically significant growth in self esteem.

The project director reported that the Piers Harris Self-Concept Test specified in the original proposal was not used, as standardized tests were not always applicable to the targeted students. The bilingual guidance counselor and the bilingual school psychologist worked with school staff to prepare the self-esteem questionnaire that was used to measure this objective. (See Appendix C.) Students received this instrument at the beginning and the end of the school year. Throughout the school year, students' negative or positive growth was monitored by teacher observation. Pre- and posttest responses were discussed and evaluated at a group conference attended by staff members. The project coordinator reported that in the opinion of the staff, all students demonstrated a gain in self-esteem.

The project met its objective for students' growth in self-esteem. Last year, the project did not propose an objective in this area.

Cognitive Maps

Project CARES proposed the following objective:

- The bilingual career/resource specialist will have developed a cognitive map for each participating student.

The project director reported that an I.E.P. containing a cognitive map was prepared for each student.

The project met its objective for cognitive maps. Last year, the project did not propose an objective in this area.

CASE HISTORY

M.C. was a 16 year-old female student, who came to New York City at the age of 7. She lived with her aunt, who spoke only Spanish, and M.C. almost always

spoke in Spanish, as did her friends. M.C. was assigned to the project because of poor academic performance, bad behavior, and poor attendance. She received bilingual guidance counseling three times a week and bilingual speech services twice a week. M.C. became capable of conversing in both languages and slowly became more dominant in English. She read at a grade 8 level in English and Spanish. The low student:teacher ratio in Project CARES greatly benefited M.C., as did the attention of staff. She was making progress toward graduation in 1994-95, and her teachers were discussing mainstreaming her in some academic areas. M.C. frequently volunteered to help peers who were having difficulty with academic tasks, and wants to become a social worker.

STAFF DEVELOPMENT OUTCOMES

The project proposed one staff development objective:

- By the end of the third year of the project, 90 percent of the project staff members attending teacher training conferences and workshops will show a statistically significant increase in knowledge relating to career infusion techniques and learning strategies.

In response to a project-developed questionnaire, 96.7 percent of the teachers indicated an increase in knowledge relating to career infusion techniques and learning strategies as a result of staff development.

The project met its objective for staff development. Last year, OREA had been unable to evaluate the objective for staff development because of a lack of data.

CURRICULUM DEVELOPMENT OUTCOMES

Project CARES proposed the following objective for curriculum development:

- The career resource specialist will have developed 12 instructional units in each of the content areas utilizing learning strategy approaches and career infusion technologies.

The project director reported that project staff developed the following 12 instructional units: consumer awareness; going to the bank; our neighborhood resources; our community workers; recycling; the cycle of water; introduction to computer use; writing to read; AIDS awareness; sexually transmitted diseases; unplanned pregnancy; and getting and keeping a job.

For a list of curriculum materials that were develop, adapted, and/or translated for this project, please see Appendix D.

The project met its objective for curriculum development. Last year OREA was unable to evaluate this objective because of a lack of data.

PARENTAL INVOLVEMENT OUTCOMES

Project CARES sponsored a variety of activities which were designed to motivate parents to participate in the education of their children. Parents received invitations to all school activities as well as to special school events. Workshops were held for parents and their children, and adult E.S.L. classes were offered. No objective was proposed for parental involvement.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met its objectives for N.L.A., content area subjects, occupational awareness, self-esteem, dropout prevention, career conferences, cognitive maps, staff development, and curriculum development. OREA could not measure the objective for E.S.L. because the project did not provide the required data.

Participating students in Project CARES showed academic progress. The students showed gains in Spanish language proficiency and in all content area subjects. Staff prepared an I.E.P. containing cognitive maps for each student, to chart a customized course of action.

Project services not only benefited the students academically but also increased their awareness of the importance of career education. Three career conferences were organized for students and their parents, and 95 percent of students showed an increased awareness of occupational aspirations. All students demonstrated a gain in self-esteem and only one project student dropped out during the course of the year.

Project staff and teachers attended workshops designed to increase their knowledge of bilingual special education programs. Over 96 percent of the staff indicated an increase in knowledge relating to career infusion techniques and learning strategies as a result of staff development. Project staff developed 12 instructional units utilizing learning strategy approaches and career infusion techniques.

MOST AND LEAST EFFECTIVE COMPONENTS

A highly effective component of Project CARES was an innovative program of instruction that included C.A.I. in both English and Spanish. The project offered students a unique opportunity to engage in interactive learning that involved the integration of tactile, visual, and auditory learning modalities. The instructional environment encouraged students to believe in themselves and their ability to achieve academically and socially. The school-based coordinator greatly enhanced the communication between the project sites and the central district office. Quantitative data, reports of the evaluation consultant, and feedback from those administering the program attested to the strength shown in these areas.

The least effective component of the project was the lack of a standardized method to evaluate the E.S.L. objective, as many project students are exempt from such testing.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Seek permission to evaluate growth in English language proficiency in a way that is reasonable for the population being evaluated. This can be done using a checklist, a criterion referenced instrument, or an alternative method of evaluation such as students' portfolios.

APPENDIX A

Instructional Materials

E.S.L.

Title	Author	Publisher	Date of Publication
Living in English	Royce and Zook	National Textbook Co.	1992
The New Oxford Picture Dictionary, English/Spanish	E.C. Parnwell	Oxford University Press	1989
Students' Webster Dictionary	National Textbook Co. Editorial Staff	National Textbook Co.	1989
Jostens Computer Reading Program	Jostens Editorial Staff	Jostens Learning Corporation	1992
Hello English, I-VI	Zaffran and Koulick	National Textbook Co.	1991
Everyday English, I-III	Zaffran and Koulick	National Textbook Co.	1992
Everyday American English Dictionary	Spears, Llano, Kirkpatrick	National Textbook Co.	1992
More Plain English	DeGarcia and Slaughter	Addison-Wesley	1991
Read English, books 1-5	Royce and Zook	National Textbook Co.	1991
Speak English, books 1-5	Corley and Smallwood	National Textbook Co.	1991
Write English, books 1-5	Weitz and Gall	National Textbook Co.	1991
Student Dictionary	Editorial Staff	Houghton-Mifflin	1989
Dolch Classic Vocabulary Builders	Dolch, et al.	DLM	1992
Books for Listening Comprehension	Fortman, et al	DLM	1992
Books for Reading Comprehension (series)	Ortiz, et al.	Children's Book Press	1992
New Horizons in English	Mellgreen and Walker	Addison-Wesley	1991
Bridge to Communication	Green, Plackston, and Walter	Santillana	1992
Functional Word Signs	Sheridan	DLM	1992
Survival Words & Expressions	Dolch	DLM	1992

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APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Title	Author	Publisher	Date of Publication
Diccionario Bilingue Illustrado	Editoral Staff	Voluntad Publishers	1990
Las Grotas de Agua	Daddazio	Voluntad Publishers	1991
Un Verano Misterioso	Kosnic	National Textbook Co.	1991
Ya Se Leer	Bishop	National Textbook Co.	1991
La Familia Villarreal	Krathy	Hampton-Brown	1991
Los Tres Perritos	Aymerich	Hampton-Brown	1991
Coleccion Mil Preguntas	Smith	Sigmar	1991
Relatos Latinoamericanos	Kennedy	National Textbook Co.	1991
El Carrusel	Daddazio	Modern Curriculum Press	1991
Libro de Lectura Tu Amigo, 1-3	Susaeta	Editores Rep. Dominicana	1991
May I Help You?	Wrigley, Savage, and Kremer	Addison-Wesley	1991

Science

Title	Author	Publisher	Date of Publication
The Human Body	Lamb, May, and Slesnick	Steck-Vaughn	1992
Impact Books 1 & 2	Matta and Riley	Addison-Wesley	1991
Skill Sharpeners	DeFelipa and Skidmore	Addison-Wesley	1991
Step Ahead, books 1 & 2	Walker	Addison-Wesley	1991
Science books 4 & 5	Barman, Pispezio, and Guthrie	Addison-Wesley	1991
Science Today	Lamb, May, and Slesnick	Steck-Vaughn	1991
Ciencias Naturales	Editors D.D.L. Inc.	D.D.L. Inc.	1990

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Title	Author	Publisher	Date of Publication
Real Numbers	Sutter	Contemporary Books	1991
Math For The Real World	Kimball	New Readers Press	1990
Invitación a las Matemáticas	CTA Education Staff	Creative Teaching Associates	1990
Master Your Money	Wilson	Janus Book Publishers	1991
Survival Math	DLM Education Staff	DLM	1991
Measuring UP	Taulbee	DLM	1991
Skill Sharpeners	DeFilippo and Skidmore	Addison-Wesley	1992
Jostens Computer Math Program	Jostens Learning Corp.	Josten Learning Corp.	1991

Social Studies

Title	Author	Publisher	Date of Publication
All About a Day	Miller	DLM	1992
How Will You Get There	Robinson	DLM	1992
World Geography & You	Steck-Vaughn Editors	Steck-Vaughn	1991
Tiempo de Faraones	Pascal Vernus	Editorial Everest	1991
Haiti in Pictures	Library of Congress	Lerner Publications	1991
Ciencias Sociales, levels 3,4,& 5	D.D.L. Editors	D.D.L. Inc.	1992
Puerto Ricans, Cubans & Latin Americans	Chernow & Simonson	Continental Press	1991
Estados Unidos Ayer y Hoy	Helmus, Toppin, et al.	Silver Burdette & Ginn	1990
Geografia de Estados y Regiones	Kalfsounis	Silver Burdette & Ginn	1990
Families are Special	Robinson	Dolch DLM	1992
Our Community	Van Allen	DLM	1992

APPENDIX A

Instructional Materials, cont'd.

Career Education

Title	Author	Publisher	Date of Publication
Puedo ser Medico	Hankin	Children's Press	1991
Puedo ser Policia	Mathias	Children's Press	1991
Puedo ser Conductor de Camion	Behrens	Children's Press	1991
Puedo ser Maestra	Beckman	Children's Press	1991
Working in English, books I & II	Brems	Contemporary Books	1991
The World of Work	Doyle and Beam	DLM	1990
Consumer Skills for Teenagers	Yedlin	Quercus Corp.	1990
Insights- You're Hired	Echane-Yoon	Contemporary Books	1990
In Good Health	Clane	Contemporary Books	1990
Life Skills	Dennis and Hooker	EDI	1991
Job Applications	McHugh	EMC Publishing	1990

Computer Education

Title	Author	Publisher	Date of Publication
WordPerfect 5.0	Quezal Computers	Quezal Computers	1991
Supersign Maker 5.0	Quezal Computers	Quezal Computers	1991
Computer Lab Pack #175010	Quezal Computers	Quezal Computers	1991

APPENDIX B

Schedules of Instruction

The day of a student in Project CARES was divided into nine class periods. Each student's schedule was the same Monday to Friday. Below are the spring semester daily schedules of three students, one from each SIE class.

Period	SIE IV	SIE V	SIE VII
8:30-8:45	Home Room	Home Room	Home Room
8:49-9:30	Mathematics	Wood Shop	N.L.A. Science
9:34-10:15	N.L.A.	English	English
10:19-11:00	E.S.L. Career Education	Bilingual Computer Instruction	N.L.A. Social Studies
11:04-11:45	Wood Shop	Lunch	Career Education
11:49-12:29	Lunch	E.S.L. Career Education	Bilingual Computer Instruction
12:33-1:14	Automotive Education	Science (T, Th) and Social Studies (M,W,F)	Lunch
1:18-1:59	E.S.L. Communication Arts	Health and Physical Education	Wood Shop
2:03-2:39	Health and Physical Education	Wood Shop	Health and Physical Education

APPENDIX C

Self Concept Questionnaire

ANSWER YES OR NO

1. I feel that my home would be a better place if my mom/dad lived with us.
2. Kids who have both parents living with them are better off.
3. Being Hispanic is just as good as being American.
4. Being Hispanic is better than being American.
5. Being American is better than being Hispanic.
6. I am happy because I know as much as the other students.
7. I am proud of my heritage.
8. I wish I were someone else. If yes, explain.
9. I accept the fact that we can't all be the same.

FILL IN THE BLANK

I am happy with my life because_____.

I am not happy with my life because_____.

APPENDIX C

STAFF DEVELOPMENT QUESTIONNAIRE

Please complete the following:

School _____ Site _____ SIE _____ Date _____ Position _____

Workshop Title _____ Presenter _____

Previous knowledge of content:

None_____Full
1 2 3 4 5 6 7 8

Based on your reactions to this training session, please circle the number that most closeley represents your opinion.

1. To what extent did the training accomplish its purpose?

Not at all_____Fully
1 2 3 4 5

2. The information presented was:

Not applicable_____Applicable
1 2 3 4 5

3. The style of presentation was:

Not interesting_____Interesting
1 2 3 4 5

4. Opportunities to ask questions and express ideas were:

Insufficient_____Sufficient
1 2 3 4 5

5. As a result of this workshop, your current knowledge of content:

None_____Full
1 2 3 4 5

6. Would you like additional information on any area? _____

7. If so, what kind? _____

8. Comments and/or suggestions? _____

APPENDIX C

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790

STUDENT ATTITUDE QUESTIONNAIRE

(Vocational Aspirations)
SPRING 1993

Program: **Project CARES** [5][2] (1 2)

Date: _____ MONTH [ ][ ] (3 4) DAY [ ][ ] (5 6)

What grade are you in? _____ [ ][ ] (7 8)

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. In Project CARES, how much did you learn about jobs and careers?

I didn't learn anything — 1 2 3 4 5 — I learned a lot [ ] (9)

2. Has Project CARES made you think about trying a career that you weren't thinking about before?

No, it has not made me think about a different career — 1 2 3 4 5 — Yes, it has made me think a lot about a different career [ ] (10)

3. Has participating in Project CARES made you enthusiastic about the career you plan to enter?

It hasn't made me enthusiastic — 1 2 3 4 5 — It has made me very enthusiastic [ ] (11)

Thank you for completing this form.

APPENDIX C

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(718) 935-3790 FAX (718) 935-5490

STUDENT ATTITUDE QUESTIONNAIRE

(Vocational Aspirations)
SPRING 1993

Program: **Project CARES** [5][2] (1 2)

Fecha: _____ MES [ ][ ] (3 4) DIA [ ][ ] (5 6)

¿En qué grado está usted? _____ [ ][ ] (7 8)

Instrucciones: Por favor, escriba el número que mejor representa su opinión en los recuadros a la derecha.

1. ¿Cuánto aprendió usted acerca de diferentes empleos y carreras en el Proyecto CARES?

No aprendí nada — 1 2 3 4 5 — Aprendí mucho [ ] (9)

2. ¿Cree usted que el Proyecto CARES le ha hecho considerar una carrera en la cual no había pensado anteriormente?

No, no me ha hecho considerar carrera diferente — 1 2 3 4 5 — Sí, me ha hecho considerar seriamente una carrera diferente [ ] (10)

3. ¿Piensa usted que el participar en el proyecto CARES lo ha hecho más entusiasta acerca de la carrera que va a empezar?

No me ha entusiasmado — 1 2 3 4 5 — Me ha entusiasmado mucho [ ] (11)

Muchas gracias por completar este cuestionario.

APPENDIX D

Curriculum Materials

Subject	Material	Developed	Adapted	Translated
Science	Ciencial Naturales		x	
	From Seeds to Flowers		x	x
	Teacher Made Science Materials	x		x
	Environmental Recycling Laws (NYC) Recycling Laws		x	
Social Studies	Our Community Workers	x		x
	Our Neighborhood Resources	x		x
	Global Studies N.Y.S. requirement, part 100		x	
	Anti-litter campaign		x	
	Community Awareness Bullitens (N.Y. Telephone, Con Edison, Brooklyn Union Gas)		x	x
Mathematics	Everyday Math Lessons		x	x
	Survival Skills		x	x
	Consumer Mathematics		x	x
	Prediction and Planning	x		x
	Temperature Variations (weather conditions and human body)	x		x
Career Education	Career Choices		x	x
	Lakeshore Career Readers		x	x
	Lessons on employability skills		x	x
Shop	Repair manuals (auto, wood, plumbing, floor trades)		x	x
Computer	Josien software		x	
E.S.L.	Lessons using a holistic approach	x		x
	Choices for Independent Living		x	
Multicultural Education	Units focusing on diversity (instructional packets)	x		x